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ABSTRACT

This annotated bibliography contains references to articles and books that provide teachers with specific techniques to use in class to develop their students' oral proficiency. The items cited can be obtained from any good college or university library. Most of the publications have appeared since 1970, and the works cited pertain directly to the teaching of foreign languages. Each of the works describes at least five different techniques designed to elicit speech from students, and each describes elicitation procedures in detail. All ideas described involve communication. Techniques are classified according to the American Council on the Teaching of Foreign Languages' proficiency guidelines (novice, intermediate, advanced, superior). An introductory section provides the teacher with specific steps for optimal use of the bibliography's content for a given student or student group. Citations are also indexed by author and subject. (MSE)

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ANNOTATED BIBLIOGRAPHY FOR DEVELOPING ORAL PROFICIENCY IN SECOND AND FOREIGN LANGUAGES

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Joel WALZ

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TABLE OF CONTENTS

INTRODUCTION 1
Works cited 1
Classification system 3

REFERENCES 8

ACKNOWLEDGMENT 10

BIBLIOGRAPHY 11
1.0 Novice 11
2.0 Novice - Intermediate 13
3.0 Novice - Advanced 24
4.0 Novice - Superior 36
5.0 Intermediate 43
6.0 Intermediate - Advanced 44
7.0 Intermediate - Superior 49
8.0 Advanced 53
9.0 Advanced - Superior 54
10.0 Superior 56

SUBJECT INDEX 57

AUTHOR INDEX 59

POSTSCRIPT 63

INTRODUCTION

The purpose of this annotated bibliography is to provide classroom teachers with as many sources of activities to promote oral proficiency as possible. The argument between proponents of communicative competence (e.g. Savignon) and of the proficiency movement (e.g. Lowe) as to whether a different kind of teaching is required is not relevant here. The essential facts are that the activities described in these references involve communication, and that learners who spend time communicating in a language have the greatest chance of becoming proficient.

Works Cited

This bibliography contains references to articles and books that provide teachers with specific techniques to use in class to develop the oral proficiency of their students. The bibliography is not exhaustive. Since emphasis is on practical considerations, the references listed here are those that one can obtain from any good college or university library. Most of the publications have appeared since 1970, when the current interest in communicative teaching began, in prominent journals that are still in print. Books permit a wider range since they are usually available through interlibrary loan free of charge. Out-of-print and unpublished sources are excluded unless they have appeared in anthologies or in the ERIC system.

The works cited in this bibliography pertain directly to the teaching of foreign languages. While some areas, such as small-group work, values clarification, drama techniques, and humanistic education, have a broad appeal to other fields, general works are ususally not included if they do not pertain directly to the

teaching of foreign languages. Teachers interested in exploring one of these areas in more depth will find many references in the bibliographies of works that are cited here. Similarly, I have avoided language textbooks, although there is a fine line between textbooks and teacher's guides with some ESL materials. While textbooks by their very nature offer useful techniques, it is virtually impossible to develop a complete list, they are never available in libraries, and they go out of print or change editions quickly.

The works listed here must conform to specific criteria. First, I have included only those that describe at least five different techniques designed to elicit speech from students. While there are many more articles that describe single techniques, such as the excellent article by Bonin and Birckbichler, they do not appear here. Since the primary consideration is usefulness, one can assume that a teacher would rather read about five ideas than about one. Anyone interested in finding additional articles that describe fewer than five techniques has a number of sources: *ELT Journal, Le Français dans le Monde,* and *Modern English Teacher* all publish such articles frequently. *The Canadian Modern Language Review / Revue Canadienne de Langues Modernes* has a section in every issue called "A Touch of ... Class!" that describes teaching techniques, including many for FLES.

Another criterion for selection in this bibliography is that the work must describe elicitation procedures. Many articles talk about why small-group work is important and how to set it up, but unless they give ideas to use during the work, I have not included them. Descriptions must be detailed; advice to "have students discuss" a topic is not sufficient. For issues involved in teaching conversation, see Huot and Coulombe.

The ideas in these references involve communication, as defined by Paulston (see Paulston and Bruder, for example).

Students generate the responses, and only the person talking knows the correct answer. In other words, the student provides information that is new to the teacher and other students in class. Johnson refers to this as "an information gap" and states that it is crucially important to the processes of interaction. The only citations not involving communication are certain references for language games in the "novice" section, where work with isolated vocabulary involves meaningful or occasionally mechanical exercises. Some teachers may feel that the motivating nature of games makes up for the lack of free responses.

The two other bibliographies of communicative language teaching (Huot and Coulombe and Ramaiah) include theoretical works with practical ones. Ramaiah has no annotations and cites many references that will be difficult to find in North America. Huot and Coulombe provide annotations, but are limited primarily to the teaching of French and English. Both volumes are worth consulting.

Classification System

This bibliography uses the ACTFL Proficiency Guidelines (ACTFL) for its classification of techniques. The primary consideration is the *function* required of the speakers engaged in the activity: can students respond with memorized material, must sentences be connected, do they have to persuade (Omaggio)? The other two aspects of the functional trisection, content and accuracy, are less relevant to a classification system. Accuracy depends on the individual, and content can vary widely for any given teaching technique (Stevick).

In classifying teaching techniques, I used the lowest possible rating given the author's description of the activity. The question "What did you do last night?" can be answered with a

memorized sentence (novice) or the student might narrate in the past (advanced) or even support an opinion (superior). In this bibliography, such a question would fall under "novice."

The classification starts with the lowest and narrowest range (novice) and works up to the broadest (novice to superior) and highest (superior). Each group is inclusive; "intermediate to superior" includes "advanced." It is interesting to note that the terms "intermediate" and "advanced" used in these articles almost never conform to the ACTFL use of the same words. Authors have used them strictly to refer to the number of years the students have taken the language. The annotations summarize the kinds of activities described in the work without repeating information from the title. The user can assume that the author(s) of each work wrote in the same language as the title and that examples of activities are also in that language. Exceptions appear as abbreviations after the summary. For example, *Ex. in Fr.* means that examples are in French.

To use this bibliography to its maximum potential, the reader should follow these steps:

1. Become familiar with the definitions of the basic four levels: novice, intermediate, advanced, and superior. The definitions appear in the guidelines published by ACTFL and have been reproduced many times (e.g. ACTFL Foreign Language Series, Omaggio, 1986). The articles and books in this bibliography are classified according to the following definitions:

Novice: Learner uses isolated words and memorized material.

Intermediate: Can recombine material into original expression. Can ask and answer questions. Can play a role in a simple survival situation. Operates at the sentence level.

Advanced: Can narrate in the past or future and can describe. Successful in role plays that have complications. Operates at the paragraph level.

Superior: Tailors language to the audience. Can negotiate and persuade. Hypothesizes and supports opinions (Omaggio, 1983).

Until now classroom activities have been defined using the number of years students have been studying as the main criterion of appropriateness for any given group of students. When one considers the vast differences in outcome from one learner to another, it is easy to see how the traditional nomenclature is defective. Defining and classifying activities according to the linguistic and communicative skills needed to perform in them is a much more precise system and one that will lead to less wasted time (by avoiding easy tasks) and less failure (by avoiding ones that are too difficult). The ACTFL scale is just such a classification system.

2. Classify your students according to the scale. Once you have understood the definitions of the four levels, it is necessary to determine where you woud place your students on the scale. While learning to administer the oral proficiency interview that would officially establish their levels is a lengthy, complicated, and expensive process, a rough estimate that would permit use of this bibliography is fairly easy. It is important to evaluate only students' oral production unaided by written cues. Research has shown that teachers are influenced by scores on written tests when assigning proficiency levels (Levine, Haus, and Cort). The two skills may, in fact, have no relationship. Furthermore, these researchers found that teachers overestimate

proficiency levels. In the context of this bibliography, that would mean choosing activities that are too difficult for students.

Magnan has conducted a study that is useful in predicting what range of proficiencies can be found at each level (i.e. year) of study. In the United States, since most students abandon their study of a foreign language after two years in high school or the basic requirement in college, most students operate at the novice level. Magnan's research and other studies she cites indicate that students will remain at the novice level for most of that time. Fortunately, the majority of the references in this bibliography include novice activities.

In choosing activities to use in class, you should keep in mind that the terms "novice," "intermediate," "advanced," and "superior" in this bibliography refer to the activities and not necessarily to the students' proficiency levels. Teachers should mix activities at the students' level with those that are just above their level, or the learners might not progress (Bragger). It is best to avoid those that outpace the student by an entire level (Kaplan).

3. Start with suggestions written specifically for the ACTFL guidelines. Bragger (1985) and Omaggio (1986) recommend various communicative activities and explain how the ideas fit into an overall program to develop proficiency systematically. Using these references as a guide, you can adapt the suggestions that appeared before the recent work by ACTFL.

4. If you choose to, or are obliged to follow a grammatical syllabus, learn how to adapt grammar lessons to

communication. Guntermann and Phillips give detailed instructions on this approach, and many textbooks are now supplying some (but not enough) communicative material.

5. Make communication an essential part of every class you teach. Whether you use ideas found in these references or you make up your own, be sure that students are conversing in the target language and expressing their own ideas and opinions in class every day. This is the only way to help them become proficient speakers of the language.

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BRAGGER, Jeannette. 1985. "The Development of Oral Proficiency." *Proficiency, Curriculum, Articulation: The Ties that Bind*. Report of the Northeast Conference on the Teaching of Foreign Languages, 66.

GUNTERMANN, Gail and June K. PHILLIPS. 1982. *Functional-Notional Concepts: Adapting the Foreign Language Textbook*. Language in Education: Theory and Practice, no. 44. Washington, DC: Center for Applied Linguistics.

HUOT, Diane and Raymonde COULOMBE. *La Classe de conversation en L2: Une bibliographie sélective et descriptive*. Quebec: Centre international de recherche sur le bilinguisme, 1984.

JOHNSON, Keith. 1979. "Communicative Approaches and Communicative Processes." *The Communicative Approach to Language Teaching*. Ed. C.J. Brumfit and K. Johnson. Oxford: Oxford University Press, pp. 200-201.

KAPLAN, Isabelle with Margaret SINCLAIR. 1984. "Oral Proficiency Testing and the Language Curriculum: Two Experiments in Curricular Design for Conversation Courses." *Foreign Language Annals* 17: 491-497.

LEVINE, Martin G., George J. HAUS, and Donna CORT. 1987. "The Accuracy of Teacher Judgment of the Oral Proficiency of High School Foreign Language Students." *Foreign Language Annals* 20: 45-50.

LOWE, Pardee, Jr. 1986. "Proficiency: Panacea, Framework, Process? A Reply to Kramsch, Schulz, and, Particularly, to Bachman and Savignon." *Modern Language Journal* 70: 391-397.

MAGNAN, Sally Sieloff. 1986. "Assessing Speaking Proficiency in the Undergraduate Curriculum: Data from French." *Foreign Language Annals* 19: 429-438.

OMAGGIO, Alice C. 1983. "Methodology in Transition: The New Focus on Proficiency." *Modern Language Journal* 67: 334.

____. 1986. *Teaching Language in Context. Proficiency-Oriented Instruction*. Boston: Heinle and Heinle.

PAULSTON, Christina Bratt and Mary K. BRUDER. 1976. *Teaching English as a Second Language: Techniques and Procedures*. New York: Little, Brown.

RAMAIAH, L.S. 1985. *Communicative Language Teaching. A Bibliographical Survey of Resources*. Haryana, India: Indian Documentation Service.

SAVIGNON, Sandra J. 1985. "Evaluation of Communicative Competence: The *ACTFL Provisional Proficiency Guidelines*." *Modern Language Journal* 69: 129-134.

STEVICK, Earl W. 1982. *Teaching and Learning Languages*. Cambridge: Cambridge University Press, p. 155.

ACKNOWLEDGMENT

I would like to thank the many people who helped me compile this bibliography. The research was done at the University of Georgia Libraries. Dr. Molly Howard and the staff in the Humanities Office ordered many of the books that I summarize here. Barbara Rystrom and the Interlibrary loan staff were able to borrow many of the items that are out of print. The work was made possible in part by a summer research grant from the Department of Romance Languages of the University of Georgia.

Joel Walz
Athens, GA

BIBLIOGRAPHY

1.0 Novice

1.1 Ahmad, Joyce. 1981. "The Game's the Thing." *Hispania* 64: 401-3.

Six games limited to eliciting single words via written cues and puzzles. Ex. in Sp.

1.2 Christensen, Clay Benjamin. 1975. "Affective Learning Activities (ALA)." *Foreign Language Annals* 8: 211-19.

Sentence completions pertaining to students' opinions. It consists of a situation setting (i.e. context), a matrix sentence to elicit opinions, examples, and questions. Ex. in Eng. and Sp. (developed into #2.8)

1.3 Dobson, Julia. 1970. *Try One of My Games*. ERIC ED 040 398.

Fifteen games grouped according to class size for adults or teen-agers. Vocabulary, spelling, and counting.

1.4 Ervin, Gerard L. 1982. "Using Warm-Ups, Wind-Ups, and Fillers: All of Your Class Time is Valuable!" *Foreign Language Annals* 15: 95-9.

Eleven games and mechanical exercises that require little preparation and no props. Emphasis on vocabulary.

1.5 Joiner, Elizabeth G. 1978. "Keep Them Guessing." *Developing Communication Skills. General Considerations and Specific Techniques*. Ed. Elizabeth Garner Joiner and Patricia Barney Westphal. Rowley, MA: Newbury House, 120-24.

Guessing games for numbers, nouns, verbs, and colors.

1.6 Kaiser, Linda. 1977. "Easy Games for the German Classroom." *Die Unterrichtspraxis* 10: 122-27.

Fourteen games using information learned about Germany and isolated words. Ex. in Ger.

1.7 Mollica, Anthony. 1979. "Games and Language Activities in the Italian High School Classroom." *Foreign Language Annals* 12: 347-54.

Word, geography, and idiomatic expression games for an Italian textbook. Ex. in It.

1.8 Oklahoma State Department of Education. 1981. *Foreign Language Game Plans for a Successful Season*. ERIC ED 205 030.

Vocabulary practice, heavy emphasis on preparation of materials, grammar. Ex. in Eng., Fr., and Sp.

1.9 Saunders, Helen V., ed. 1974. *Fun and Games with Foreign Languages*. ERIC ED 096 857.

Games for vocabulary and spelling. Ex. in Fr., Latin, and Sp.

1.10 Tonkovich, Jeanne Mae Kernan. 1987. "French is Fun: Teaching French to Elementary School Students." *French Review* 60: 808-14.

Games for teaching vocabulary and expressions in FLES.

■ ■ ■ ■ ■

2.0 Novice - Intermediate

2.1 Allen, Edward D. 1975. *Communicative Competence*. CAL - ERIC/CLL Series on Languages and Linguistics, no. 15. ERIC ED 104 166.

Several activities to illustrate the differences between pseudo-communication and true communication. Values continuum, sentence completion, and interviews. Ex. in Fr., Ger., and Sp.

2.2 Bond, Carol A. 1976. "Verbal Interaction Games for the Foreign Language Classroom." *Strategies for Teaching and Testing Communicative Competence in Russian*. Ed. Rasio Dunatov. ERIC ED 149 598, 34-43.

Dialogue creation, question formation, interviews. Most have a guessing game format. Ex. in Eng. and Russian.

2.3 Bradford, Suzanne. 1974. *Foreign Language Games*. ERIC ED 125 243.

Twenty-nine games, primarily spelling and vocabulary, but some description.

2.4 Brenner, Florence, and Frances Wiseman. 1978. "Games for Learning ESL." *Classroom Practices in Adult ESL*. Ed. Donna Ilyin and Thomas Tragardh. Washington, DC: TESOL, 191-97.

Brief descriptions of nineteen traditional number and word games (chaining, charades, guessing) adapted to the language classroom.

2.5 Byrne, Donn. 1976. *Teaching Oral English*. Harlow: Longman.

Presents several games (p. 101-08) arranged by type of student response: isolated words, specific grammatical structures, and free answers. Most involve asking questions and guessing.

2.6 Carton, Dana. 1983. "Using Forms as Springboards for Conversation in the Foreign Language Classroom." *Foreign Language Annals* 16: 355-60.

Ideas for using authentic documents in class. Advises teachers to have students fill out forms (credit card and employment applications, driver's license, etc.) then ask each other questions based on the information requested. Vocabulary provided in Fr., Ger., Ital., Port., and Sp.

2.7 Chase, Cida S. 1984. *Successfully Adapted Activities to Promote Oral Communication*. ERIC ED 259 554.

Suggestions for asking and giving directions, circumlocution, vocabulary games, thinking aloud, and interview techniques. Ex. in Sp.

2.8 Christensen, Clay Benjamin. 1977. *Explorando: Affective Learning Activities for Intermediate Practice in Spanish*. Englewood Cliffs, NJ: Prentice-Hall.

Among the exercises that can be oral are affective activities applied to specific grammatical structures of Spanish. Primarily sentence completions with follow-up questions. Ex. in Sp.

2.9 Comeau, Raymond F. 1987. "Interactive Oral Grammar Exercises." *Interactive Language Teaching*. Ed. Wilga Rivers. Cambridge: Cambridge Univ. Press. 57-69.

Ideas for practicing limited-choice grammatical patterns in a meaningful and sometimes communicative way. Dialogues, poetry, information gathering, creative completions, and contextual cues.

2.10 Danesi, Marcel. 1985. *Language Games in Italian*. Toronto: Univ. of Toronto Press.

Section III (p. 85-93) describes a dozen classroom games based on words and numbers. Ex. in It. See also ERIC ED 253 086.

2.11 Dorry, Gertrude Nye. 1966. *Games for Second Language Learning*. New York: McGraw-Hill.

Divided into number, spelling, vocabulary, structure-practice, pronunciation, rhyming, and miscellaneous. Each classified by level (i.e. years of study), group size, and props needed. Primarily mechanical, some comprehension required.

2.12 Gagné, Antoinette. 1982. "ESL Teachers and Students Making and Playing Games." *SPEAQ Journal* 6: 39-58. Also ERIC ED 228 836.

Scrambled words and sentences, information gap, questions and answers, and a board game all with elaborate procedures.

2.13 Gahala, Estella. 1986. "Increasing Student Participation in the Foreign Language Class." *Perspectives on Proficiency: Curriculum and Instruction. Dimension: Languages '84-'85*. Ed. T. Bruce Fryer and Frank Medley, Jr. Report of the Southern Conference on Language Teaching. n.p., 131-42.

Activities to encourage communication through paired work range from mechanical to functional. Giving directions, forced choices, chaining, questioning, and describing.

2.14 Galyean, Beverly. 1976. *Language from Within. A Handbook of Teaching Strategies for Personal Growth and Self Reflection in the Language Classes*. Santa Barbara, CA: CEDARC (Also ERIC ED 131 730).

Humanistic techniques to help students express their feelings. Primarily sentence completions, list making in small groups, and answering questions. Arranged according to parts of speech.

2.15 Garner, Lucia Caycedo and Debbie Rusch. 1985. *Warming Up to Communication*. ERIC ED 263 758.

Fifteen ideas for starting class. Describing people and actions, information seeking and sharing, role playing, and group decision-making. Most have a game-like format.

2.16 Grasser, Michael and Ellyn Waldman. 1979. "Using Songs and Games in the ESL Classroom." *Teaching English as a Second or Foreign Language*. Ed. Marianne Celce-Murcia and Lois McIntosh. Rowley, MA: Newbury House, 49-61.

Nineteen games to practice questioning, vocabulary, giving and following directions, and persuading (no. 14, the only one at the higher level).

2.17 Gonzalez, Barbara. 1977. *Small Group Activities for Second Language Teaching*. ERIC ED 152 102.

Provides guidelines for setting up small group work. Sample activities based on topics such as vocabulary (often game format), numbers, or prepositions and notions, such shopping and biography. Ex. in Eng. and Sp.

2.18 Harper, Sandra N. 1981. *Game-Like Activities and the Teaching of Foreign Languages*. ERIC ED 206 163

Vocabulary games (spelling, chaining, antonyms, and imperatives), guessing games, competition, and role plays. Ex. in Eng. and Sp.

2.19 Helgeson, Marc. 1987. "Playing in English: Games and the L2 Classroom in Japan." *Initiatives in Communicative Language Teaching II. A Book of Readings*. Ed. Sandra J. Savignon and Margie S. Berns. Reading, MA: Addison-Wesley, 205-25.

Eight games in three categories: word games based on guessing or defining vocabulary written on cards and information sharing, such as partial maps, for pairs and groups of students.

2.20 Hupb, Loretta Burke. 1968. *Let's Play Games in Spanish. A Collection of Games, Skits & Teacher Aids*. Skokie, IL: National Textbook Co.

Vol. 1: Kindergarten through eighth grade. Active games requiring physical movement and memorized material, and classroom games for vocabulary and numbers. Also contains ideas for skits, projects, and songs. Ex. in Sp. (translated). Novice level only.

Vol. 2: Ninth through twelfth grades. Games requiring isolated words or simple-sentence descriptions or questions. Topics include food, occupations, and geography. Ex. in Sp. (translated).

2.21 Krashen, Stephen D. and Tracy Terrell. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Hayward, CA: Alemany Press.

Chapters 5 & 6: Suggestions for humanistic and problem-solving activities, games and content-centered and small-group acquisition.

2.22 Lanys, Birute. 1976. "The Role of Values Clarification in Developing Communicative Competence in Russian." *Strategies for Teaching and Testing Communicative Competence in Russian*. Ed. Rasio Duraton. ERIC ED 149 598, 58-93.

Values continuum, forced choice, answering questions, sentence completions with examples in Russian.

2.23 Mackey, William F. 1965. *Language Teaching Analysis*. Bloomington, IN: Indiana Univ. Press.

Games stressing vocabulary (p. 441-49). Those for speaking are observation, guessing, and composition games.

2.24 Miles-Herman, Marilynne. 1978. *The Collection, Creation and Analysis of Oral English as an Additional Language Games (K - Adult)*. ERIC ED 169 750.

Collection of eighty-one oral language games, of which six are original. Each lists structure practiced, materials needed, and a description. Words, numbers, sentence completions, and isolated sentences.

2.25 Mollica, Anthony S. 1977. *Games and Language Activities in the Italian High School Classroom*. ERIC ED 140 654.

Vocabulary, geographical facts, dialogue completion.

2.26 _____. 1979. "Print and Non-Print Materials: Adapting for Classroom Use." *Building on Experience- Building for Success*. ACTFL Foreign Language Education Series, vol. 10. Ed. June K. Phillips, Skokie, IL: National Textbook Co., 157-98.

Compilation of published suggestions for using various media. Most are meaningful according to Paulston's classification. Includes audio and audiovisual aids, films, and the bulletin board.

2.27 _____. 1981. "Visual Puzzles in the Second Language Classroom." *Canadian Modern Language Review* 37: 583-622.
Profusely illustrated collection of puzzles that elicit isolated vocabulary. Some complete sentences at the meaningful level.

2.28 Nation, I.S.P. 1977. "The Combining Arrangement: Some Techniques." *Modern Language Journal* 61: 89-94.
Students share dissimilar sets of information to practice pronunciation, vocabulary, descriptions.

2.29 Nebraska Department of Education. Division of Instructional Services. 1972. *Simulations in Foreign Languages*. ERIC ED 132 853.
Role playing for eleven notions and functions for French, German, and Spanish at level one. Includes greetings, introductions, the weather, phone calls, meals, and daily living. Latin has only five. Appendix explains cultural component of each dialogue. Ex. in Fr., Ger., Latin and Sp.

2.30 _____. 1977. *Strategies for Communication in French, Spanish, German, and English*. ERIC ED 193 966.
Each idea has notional and grammatical objectives. Primarily description, examining feelings. Ex. in Eng., Fr., Ger., and Sp.

2.31 Olsen, Judy Winn-Bell. 1977. *Communication-Starters and Other Activities for the ESL Classroom*. San Francisco: Alemany Press.
Diverse collection of games (e.g. bingo for vocabulary), role plays, chain drills, Silent Way rods, work with maps and pictures.

2.32 Omaggio, Alice C. 1981. *Helping Learners Succeed: Activities for the Foreign Language Classroom*. Language in Education: Theory and Practice, no. 36. Washington, DC: Center for Applied Linguistics.

Fifty-five activities arranged to help learners with specific problems of cognitive style across six modalities (four skills, vocabulary, grammar). Involves clue searching, personal reactions, matching.

2.33 Rinvolucri, Mario. 1984. *Grammar Games. Cognitive, Affective and Drama Activities for EFL Students*. Cambridge: Cambridge Univ. Press.

The five groups of games are competitive, collaborative, sentence-making, awareness, drama, and six miscellaneous. Each is coordinated with a grammatical structure of English. Most of the fifty-six games involve sentence completion or production of isolated sentences.

2.34 Rooks, George. 1983. *Conversations sans fin*. Translated and adapted by Anne Slack. Rowley, MA: Newbury House.

Twenty-five situations calling for group decision-making. Essential vocabulary and specific decisions to make are provided. Examples: whom to invite to dinner, the best sports, the most important people in history. Based on *Non-Stop Discussion Workbook* (see #7.10). In French.

2.35 _____, Diana Scholberg, and Kenneth Scholberg. 1982. *Conversar sin parar*. Rowley, MA: Newbury House.

See Rooks, above. In Spanish.

2.36 Savignon, Sandra J. 1983. *Communicative Competence: Theory and Classroom Practice. Texts and Contexts in Second Language Learning*. Reading, MA: Addison-Wesley.

Theoretical discussion, but a number of examples of games, personal use, theater arts, p. 192-216.

2.37 Schmidt, Elisabeth. 1970. *Let's Play Games in German*. Skokie, IL: National Textbook Co.

One hundred thirty games in twelve groups, some according to structure, others to function (identification, answering questions, maps, etc.). Most elicit isolated words, some require description in simple sentences and imagination. Ex. in Eng. and Ger. (translated).

2.38 Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. 1972. *Values Clarification. A Handbook of Practical Strategies for Teachers and Students*. New York: Hart.

Although not written specifically for language teachers, this book gives hundreds of examples for using values clarification techniques (values continuum, voting, rank ordering).

2.39 Snyder, Barbara, Donna R. Long, James R. Kealey, and Beverly Marckel. 1987. "Building Proficiency: Activities for the Four Skills." *Proficiency, Policy, and Professionalism in Foreign Language Education*. Selected Papers from the 1987 Central States Conference. Ed. Diane W. Birckbichler. Lincolnwood, IL: National Textbook Co., 43-64.

Small-group work based on the *ACTFL Guidelines*. Rejoinders, disagreeing, questioning, circumlocution, describing, making lists, and role plays.

2.40 Stroud, Steven. 1976. "Language Games for All Occasions." *Strategies for Teaching and Testing Communicative Competence in Russian*. Ed. Rasio Dunatov. ERIC ED 149 598, 44-57.

Spelling and vocabulary games with some factual information and questioning. Ex. in Russian.

2.41 Taylor, Mary S. 1976. *Values Clarification in EFL*. ERIC ED 146 775.

Interviewing, rank-ordering, forced choice, values continuum, and sentence completions with brief explanations of each.

2.42 Taylor, Maurie N. 1982. *Classroom Games in French. A Source Book for Teachers*. Lincolnwood, IL: National Textbook Co.

Twenty-five word and simple-sentence games usually involving guessing an object or spelling. Ex. in Eng. and Fr.

2.43 *A Touch of ... Class! A Collection from 1977! Practical Teaching Tips for Second Language Teachers*. 1985. Welland, Ontario: Canadian Modern Language Review.

Photocopies of the section of the same name from 1977-84 issues of the *Canadian Modern Language Review*. Primarily novice activities to elicit vocabulary, many at the FLES level. A second collection is available. See also this section in every issue of this journal.

2.44 Tuskes, Joanne Lock and Gail Wise. 1980. "Communication in French." *A Guidebook for Teaching Foreign Language. Spanish, French, and German*. Ed. Beverly S. Wattenmaker and Virginia Wilson. Boston: Allyn and Bacon, 103-69.

Affective techniques applied to specific grammatical features of French. Primarily questions and answers. Ex. in Fr. Similar chapters for Spanish and German.

2.45 Walz, Joel C. 1980. "Realistic Communication Through Assertiveness Training Techniques." *Foreign Language Annals* 13: 279-84.

Sixteen affective activities from self-help books adapted to the FL class to get students to express their true feelings. Ex. in Eng., Fr., and Sp.

2.46 Weiss, François. 1983. *Jeux et activités communicatives dans la classe de langue*. Paris: Hachette. Games arranged according to results: numbers, words, questions, communication situations, role-playing, creativity. Entirely in French.

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3.0 Novice - Advanced

3.1 Birckbichler, Diane W. and Alice C. Omaggio. 1978. "Diagnosing and Responding to Individual Learner Needs." *Modern Language Journal* 62: 336-45.

Fifty-six ideas for dealing with specific cognitive problems. Reading and writing can be adapted to speaking. Learner problems include poor memory, impulsiveness, field dependency, and low tolerance for ambiguity. Remedies are grouped into the broad categories of analysis, synthesis, flexibility, making inferences, and improving memory.

3.2 Boylan, Patricia C. and Alice C. Omaggio. 1976. *Strategies for Person-Centered Language Learning*. Detroit: Advancement Press.

Three types of information to share (facts, feelings, imagination) during five different lessons: dialogues, grammar, vocabulary, narratives, and culture. Techniques applied to specific lessons include questions, completions, remembering responses, role plays. Levels of difficulty not progressive.

3.3 Bragger, Jeannette D. 1985. "The Development of Oral Proficiency." *Proficiency, Curriculum, Articulation: The Ties that Bind*. Ed. Alice Omaggio. Middlebury, VT: Northeast Conference, 51-75.

Role plays concerning tourist activities that explain the ACTFL guidelines. Additional comments on advanced and superior activities.

3.4 Carrier, Michael and The Centre for British Teachers. 1980. *Take 5. Games and Activities for the Language Learner*. Walton-on-Thames, England: Thomas Nelson.

One hundred thirty-four games in seven categories from spelling words to communication. Proficiency levels vary within each group and from one activity to the next. Many require questioning and guessing of information held by one player. Role plays are elaborate and require several participants. Includes indexes for linguistic structures, language levels, and group size.

3.5 Clark, Raymond C. 1987. *Language Teaching Techniques*. Brattleboro, VT: Pro Lingua Associates.

The first half (p. 5-62) is devoted to communication and moves from rearranging memorized material to free expression. Most techniques elicit dialogue or story creation. Emphasis is on acting out, with mini-dramas and role plays.

3.6 Cranshaw, Bernard. 1977. *Let's Play Games in French*. Skokie, IL: National Textbook Co.

One hundred forty-six games plus variations divided into three levels, which do not correspond to the ACTFL scale. They require isolated words, occasionally movement, short-term recall, and often rely on student imagination. Most are novice-level and mechanical or meaningful. The publisher has similar books for Spanish and German. Ex. in Fr.

3.7 Disick, Renee S. 1978. "Developing Communication Skills Through Small Group Techniques." *Developing Communication Skills: General Considerations and Specific Techniques*. Ed. Elizabeth Garner Joiner and Patricia Barney Westphal. Rowley, MA: Newbury House, 136-43.

Specific suggestions with objectives for small groups. Includes question formation, answering questions, and role plays with complications.

3.8 Disick, Renee S. and Laura Barbanel. 1974. "Affective Education and Foreign Languages." *The Challenge of Communication*. ACTFL Review of Foreign Language Education, vol. 6. Ed. Gilbert A. Jarvis. Skokie, IL: National Textbook Co., 185-222.

General humanistic techniques such as rank order and values voting. Few examples, but many references, p. 207-13.

3.9 Eckard, Ronald D., and Mary Ann Kearny. 1981. *Teaching Conversation Skills in ESL*. Language in Education: Theory and Practice, no. 38. Washington, DC: Center for Applied Linguistics.

Describes role plays (controlled and free), questions and answers, class discussion, and problem solving.

3.10 Freeman, G. Ronald. 1984. "Warm-Ups and Time-Outs." *Getting Students Involved: Ideas Which Promote Communication*. ERIC ED 253 056, 20-2.

Ten ideas for the beginning of class. Describing, giving orders, seeking information, giving advice in games or game-like activities.

3.11 Greenall, Simon. 1984. *Language Games and Activities*. Amersham, England: Hulton.

Ninety ideas divided among eight topics such as people, jobs, leisure, shopping, and word games. Provides language function, type of vocabulary required, level, materials needed,

preparation, and running time. Small group work to seek and share information. Extensive use of concrete vocabulary. Indexes for functions and types of vocabulary.

3.12 Grobe, Edwin P. 1969. *300 Word Games for Foreign Language Classes*. Portland, ME: J. Weston Walch.

Games stressing teams and winning and that elicit vocabulary as parts of speech or semantic groups, numbers, and cultural facts. Some questions and answers, summarizing, and interpreting.

3.13 Guntermann, Gail and June K. Phillips. 1982. *Functional National Concepts: Adapting the Foreign Language Textbook*. Language in Education: Theory and Practice, no. 44. Washington, D.C.: Center for Applied Linguistics.

Application of functional language use to specific points of grammar. Primarily guessing games and information seeking in small groups (p. 40-59).

3.14 Hares, R. J. 1979. *Teaching French*. London: Hodder and Stoughton.

Chapter 3 has suggestions for small-group work that involve guessing and problem solving.

3.15 Harper, Sandra N. 1977. *Activities for Motivation and Real Communication*. ERIC ED 143 208.

Simulating television shows, role plays of famous people, describing pictures, problem solving, and competition.

3.16 Hendrickson, James M. 1980. "Listening and Speaking Activities for Foreign Language Learners." *Canadian Modern Language Review* 36: 735-48.

Forty ideas drawn from other publications, grouped by proficiency level (not ACTFL). Paired and group work for seeking and giving information.

3.17 _____. 1983. "Listening and Speaking Activities for Foreign Language Learners: Second Collection." *Canadian Modern Language Review* 39: 267-84.

Same format as first collection (above).

3.18 Lee, W.R. 1979. *Language Teaching Games and Contests*. 2nd ed. Oxford: Oxford Univ. Press.

Games described in ten categories: structure (guessing something), vocabulary, spelling, pronunciation, numbers, listen and do, read and do, role play, and discussion (including problem solving). Intermediate and advanced skills required mainly in the last two groups.

3.19 Macdonald, Marion and Sue Rogers-Gordon. 1984. *Action Plans. 80 Student-Centered Language Activities*. Cambridge, MA: Newbury House.

Divided into eight categories: games, group narratives, out-of-class, pictures, cuisenaire rods, tape recording, theater, and miscellaneous. Includes word games, sentence building, interviewing, describing, and class projects. Many require group work. An index (p. 89) cross lists for grammar practice.

3.20 McKay, Sandra L. 1985. *Teaching Grammar. Form, Function and Technique*. Oxford: Pergamon Press.

Six groups of activities (using charts, objects, line drawings, dialogues, texts,

and problem solving) to teach specific English structures. Structures are correlated with language functions in the table of contents.

3.21 Maley, Alan. 1981. "Games and Problem Solving." *Communication in the Classroom. Applications and Methods for a Communicative Approach*. Ed. Keith Johnson and Keith Morrow. Essex: Longman, 137-48.

Fourteen ideas involving an information gap: observing and describing a visual seen for only a few seconds, a chaining game, a board game, identity seeking, and split dialogues.

3.22 _____ and Alan Duff. 1982. *Drama Techniques in Language Learning. A Resource Book of Communication Activities for Language Teachers*. New ed. Cambridge: Cambridge Univ. Press.

Student uses own personality in creating material; imitates, mimics, and expresses through gesture. Close to two hundred ideas for acting out, but many are non- verbal. List on p. 32-7 describes categories of tasks and level of difficulty.

3.23 Moskowitz, Gertrude. 1978. *Caring and Sharing in the Foreign Language Classroom. A Sourcebook on Humanistic Techniques*. Rowley, MA: Newbury House.

One hundred twenty small-group exercises to elicit personal values, self images, and memories. Identifies each by affective and linguistic goals, level (i.e. years of study), group size, and materials needed. Advanced-level exercises involve narration. Has a seven-language glossary of words related to emotions.

3.24 Norman, David, Ulf Levihn, and Jan Aners Hedenquist. 1986. *Communicative Ideas. An Approach with Classroom Activities*. Hove, England: Language Teaching Publications.

Eighty-two activities, some of which involve only reading or listening. Categories include vocabulary, dialogues, role plays, and creative activities. Many rely on memorized material; few require sustained conversation. Minimal examples in Fr., Ger., Ital., and Sp.; many in English.

3.25 Omaggio, Alice C. 1979. *Games and Simulations in the Foreign Language Classroom*. Language in Education: Theory and Practice, no. 13. Arlington, VA: Center for Applied Linguistics.

Two sets of games based on discrete linguistic items and global production and arranged according to cognitive objectives. Knowledge includes geography, vocabulary, and generating simple sentences. Communication involves complete sentences and meaningful passages based on guessing. Advanced-level games require problem solving. Extensive bibliography.

3.26 _____ and Patricia C. Boylan. 1984. *Strategies for Personalization in the Language Classroom*. ERIC ED 253 057.

See Boylan and Omaggio above.

3.27 Papalia, Anthony. 1976. *Learner-Centered Language Teaching. Methods and Materials*. Rowley, MA: Newbury House.

Chapter 8: humanistic techniques involving values and role playing. Interviews. values continuum and voting, and making lists. Ex. in Eng., Fr. and Sp.

3.28 Pattison, Pat. 1986. *Developing Communication Skills. A Practical Handbook for Language Teachers, with Examples in English, French and German*. Cambridge: Cambridge Univ. Press.

Different types of information gaps using shared or split information. Seven categories of activities: questioning, role plays, matching, communication strategies, pictures, puzzles, and discussions. Develops each at a progressively higher level. Elaborate examples for each activity in three languages (cf. title). Indexes (p. 266-72) crosslist activities with grammatical structures, functions, and contexts.

3.29 Revell, Jane. 1979. *Teaching Techniques for Communicative English*. London: MacMillan.

Techniques progress from scripts to free expression in role plays stimulated by newspaper articles, visuals and realia. Bibliography of ESL textbooks.

3.30 Riverol, Armando. 1984. *The Action Reporter. A Sourcebook of Conceptual Activities for the Second Language Classroom*. Hayward, CA: Alemany Press.

Uses techniques of journalists to develop speaking (and other skills), interviews (with answer sheets), drama (mime) techniques, for vocabulary development, improvisation, and opinions.

3.31 Rixon, Shelagh. 1981. *How to Use Games in Language Teaching*. London: MacMillan.

Primarily about how to play games, this book offers thirty examples grouped according to

language skill, functions, and linguistic structures. Games involve questioning, explaining and describing.

3.32 Roberts, Jon. 1985. *Steps to Fluency. A Short Course in Communication.* Oxford: Pergamon Press.

Eighty role plays designed to lead "pre-intermediate" students from a dialogue to free communication. Model dialogue to practice, then suggestions printed back-to-back on following pages. Student cannot see both questions and answers. Topics include family, home, and food. Functions more numerous: excuses, getting information, accepting and refusing invitations.

3.33 Snyder, Barbara and Carolann DeSelms. 1983. "Personal Growth Through Student-Centered Activities." *The Foreign Language Classroom: New Techniques.* Report of the Central States Conference on the Teaching of Foreign Languages. Ed. Alan Garfinkel. Lincolnwood, IL: National Textbook Co., 19-32.

Values clarification techniques such as values continuum, sharing, and respecting others' values applied to foreign languages.

3.34 Steinberg, Jerry. 1983. *Games Language People Play.* Agincourt, Ontario: Dominie Press.

One hundred ten games that are simple to explain and play, do not take a lot of time, but use all four skills. Primarily guessing games at the novice level (#105 & #108 are superior).

3.35 Stoller, Phyllis H., Joanne T. Locke, Virginia Wilson, and Beverly Wattenmaker. 1974. *Real Communication in French.* ERIC ED 104 152.

Based on group dynamics / values clarification. Examples of rank order, incomplete sentences, values continuum, interview interaction. Lesson plans applied to French grammar. Similar publication for Spanish is by Wilson and Wattenmaker, below. Ex. in Fr.

3.36 Underhill, Nic. 1987. *Testing Spoken Language. A Handbook of Oral Testing Techniques*. Cambridge: Cambridge Univ. Press.

Chapter 3 (p. 44-87) gives twenty elicitation techniques that are suitable for practicing communication skills. Includes discussions, oral reports, decision making, role play, filling out forms, describing a picture, giving instructions, and some less communicative activities.

3.37 Urzúa, Carole. 1988. *Speak with a Purpose! A Resource Book for Teaching Functional Language to Young People*. Lincolnwood, IL: National Textbook Co.

ESL FLES activities grouped according to four functions: self-expressing, informing, persuading, and entertaining. Arranged according to whole class, pairs, and learning centers. Many techniques require creating and interpreting visuals.

3.38 Wilcox, Kenneth. 1981. "After the Pattern Drill: Real Communication in the First-Year College German Course." *Die Unterrichtspraxis* 14: 119-25.

Six ideas for activities that permit personalized, creative expression. Includes problem solving, choosing among alternatives, and answering questions from a visual cue. Ex. in German.

3.39 Wilson, Virginia and Beverly Wattenmaker. 1973. *Real Communication in Spanish*. ERIC ED 104 153.

Values clarification applied to Spanish grammar (See Stoller et al., above). Ex. in Spanish.

3.40 Wolfe, David E. and Leland W. Howe. 1973. "Personalizing Foreign Language Instruction." *Foreign Language Annals* 7: 81-90.

Humanistic activities that elicit students' feelings on different issues. Values grid, listing, values voting, rank order, and unfinished sentences developed at different levels. Ex. in Fr. and Sp.

3.41 Woodruff, Margaret S. 1978. *Activities and Games for Foreign-Language Learning*. ERIC ED 268 807.

One hundred fifty-six activities used in firstyear college courses. Divided into games requiring materials (props, cards, pictures), games with specific objectives (getting acquainted, telling time, spelling, numbers), and a group called "techniques," which involves commands, seeking information, simulations, categorizing, and associating. Each idea is developed gradually over the first semester. [Compiled in 1978; microfilmed in 1986].

3.42 Wright, Andrew. 1976. *Visual Materials for the Language Teacher*. Harlow: Longman.

Chapter 2 presents a few ideas for meaningful and imaginative production based on pictures. Finding differences in pictures, creating stories, guided and unguided oral composition. Ex. in Eng. and Fr.

3.43 _____, David Betteridge, and Michael Buckby. 1984. *Games for Language Learning*. New edition. Cambridge: Cambridge Univ. Press.

One undred one games with variations, including picture games (i.e. describing), psychology (how people perceive images), magic tricks, . caring and sharing (humanistic), and word and memory games, among other types. Indexes provide a summary of each, cross-listing for parts of speech that can be practiced and functions required (p. 186-210).

3.44 Zelson, Sidney N. J. 1976. "A Relevant Curriculum: Linguistic Competence + Communicative Competence = Proficiency." *Teaching for Communication in the Foreign Language Classroom. A Guide for Building the Modern Curriculum*. Report of the Central States Conference on the Teaching of Foreign Languages. Ed. Renate Schulz. Skokie, Il: National Textbook Co., 18-32.

Ten broad categories of activities, including interviews, monologues, games, role playing, and discussion, all with specific examples.

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4.0 Novice - Superior

4.1 Allen, Edward David and Rebecca M. Valette. 1977. *Classroom Techniques: Foreign Languages and English as a Second Language*. New York: Harcourt Brace.

Three sections (p. 231-47) give examples of games, role plays, affective techniques from highly structured to independent. Ex. in Eng., Fr., Ger., and Sp.

4.2 Birckbichler, Diana W. 1977. "Communication and Beyond." *The Language Connection: From the Classroom to the World*. ACTFL Foreign Language Education Series, Vol. 9 Ed. June K. Phillips. Skokie, IL: National Textbook Co., 53-94.

Brief descriptions of activities that promote creativity, e.g. problem solving. Extensive bibliography.

4.3 _____. 1982. *Creative Activities for the Second Language Classroom*. Language in Education: Theory and Practice, no. 48. Washington, DC: Center for Applied Linguistics.

Fifty-four activities grouped around four qualities of divergent thinking: fluency, flexibility, elaboration, and originality. Many come from other sources; most involve speaking.

4.4 Bragger, Jeannette D. 1985. "Materials Development for the Proficiency-Oriented Classroom." *Foreign Language Proficiency in the Classroom and Beyond*. ACTFL Foreign Language Education Series. Ed. Charles J. James. Lincolnwood, IL: National Textbook Co., 79-115.

Examples of activities at all four levels of the ACTFL scale. From seeking information to debates and problem solving.

4.5 Burney, Pierre and Robert Damoiseau. 1969. *La classe de conversation*. Paris: Hachette / Larousse.

Describes games at three levels according to years of study. Most are mechanical or meaningful and elicit specific structures in French. Highest level gives subjects for debates in thirty categories. Entirely in French.

4.6 Caré, Jean-Marc and Francis Debyser. 1978. *Jeu, langage et créativité. Les jeux dans la salle de classe*. Paris: Hachette / Larousse.

Linguistic games based on word play (form, spelling, pronunciation and meaning), role playing, and creating imaginative and amusing but often nonsensical words and sentences. Entirely in French.

4.7 Cranshaw, Bernard E., Catherine Klauke, Rainer Klauke, Brigitte Herbaux-Schmidt, and Helmut Schmidt. 1985. *Jouez le jeu. Quatre-vingts jeux en classe pour quatre niveaux différents*. Stuttgart: Ernst Klett Verlag. (distributed by the National Textbook Co.).

Eighty games classified at four ability levels. Authors give goal (grammar or vocabulary practice), time needed, and grouping of players. Primarily novice-level mechanical and meaningful games. Entirely in French.

4.8 Dubin, Fraida and Myrna Margol. 1977. *It's Time to Talk. Communication Activities for Learning English as a New Language*. Englewood Cliffs, NJ: Prentice-Hall.

One hundred ninety-four activities for six settings: classrooms, people, services, places, media in the community, and the family. Each setting has examples for six

tasks: show and tell, interviews, treasure hunts, asking for information, debates, and creating stories. Many require a community of target-language speakers.

4.9 _____ and Elite Olshtain. 1977. *Facilitating Language Learning: A Guidebook for the ESL / EFL Teacher*. New York: McGraw-Hill.

Four groups of activities (p. 202-20): 1) reacting to the teacher, as in guessing games and describing pictures 2) interacting with other students in paired interviews and information seeking 3) sharing and discussing (e.g. debates) and 4) improvising, including fantasy activities.

4.10 Duncan, Janie. 1987. *Technology Assisted Teaching Techniques*. Brattleboro, VT: Pro Lingua Associates.

Two or three ideas for using virtually all the media available in the classroom from paper to computers. Suggestions include vocabulary families, dialogue and story creation, and describing processes.

4.11 Holden, Susan, ed. 1978. *Visual Aids for Classroom Interaction. Modern English Teacher*, Special Issue no. 2.

Collection of short articles on using all types of visual aids (blackboard, photos, overhead, wallcharts) for mechanical, meaningful and communicative activities.

4.12 Hung, Shuang-chu Chen. 1983. *Meaningful Classroom Activities in Teaching English as a Second or Foreign Language*. ERIC ED 243 325.

Eighty-six activities divided into nine categories: audio-visual strategies, dis-

cussion, interview, question-and-answer, physical response, problem solving, role playing, games, and culture. All come from previously published sources. Functions include describing and persuading. Not all involve speaking.

4.13 Kettering, Judith Carl. 1975. *Interaction Activities in ESL.* Pittsburgh: Univ. of Pittsburgh Press.

Part one teaches social relations skills through conversation. Short role plays based on fourteen functions, such as greetings, invitations, and leave-taking. Part three describes six problem-solving situations requiring persuasion. Originally published as *Developing Communicative Competence*.

4.14 Klippel, Friederike. 1984. *Keep Talking. Communicative Fluency Activities for Language Teaching.* Cambridge: Cambridge Univ. Press.

One hundred twenty-three activities from introducing oneself to games to role plays. Major categories are questions and answers, discussions and decisions, and stories and scenes. Author gives aims, level, organization (individual or paired), preparation required, time, procedure, and variations for each.

4.15 Kramsch, Claire J. 1983. "Interaction in the Classroom. Learning to Negotiate Roles and Meanings." *Die Unterrichtspraxis* 16: 175-90.

Activities to develop interactional skills: taking the initiative, managing topics, opening and closing conversations. Ex. in Ger.

4.16 Omaggio, Alice C. 1984. "The Proficiency-Oriented Classroom." *Teaching for Proficiency, the Organizing Principle*. ACTFL Foreign Language Education Series. Ed. Theodore V. Higgs. Lincolnwood, IL: National Textbook Co., 43-84.

Precommunicative and communicative activities based on the hypotheses of teaching for proficiency. Personalized questions, sentence builders, true-false, group puzzles and problem solving, and social interaction. Ex. in Eng., Fr. and Ger. (developed into 4.17)

4.17 _____. 1986. *Teaching Language in Context. Proficiency-Oriented Instruction*. Boston: Heinle and Heinle.

Chapter 5 presents numerous activities for developing oral communication skills based on the ACTFL interview guidelines. Many are described; others are listed by proficiency level. An expansion of 4.16. Ex. in Eng., Fr., Ger., It., and Sp.

4.18 Pfister, Guenter G. and Susan Lafky Sajka. 1982. "Creative Exercises." *Creativity in L2 Acquisition: Theory and Practice*. Ed. Guenter G. Pfister. n.p.: Stipes Publishing Co., 43-60.

Nine activities stressing creativity and the affective domain. From introductions to debates about personal values.

4.19 Purkis, Christine and Cathy Guérin. 1984. *English Language Games*. London: MacMillan.

Oral games (p. 3-30): for young native language speakers, but easily adapted to adult foreign / second language classes. Novice games involve guessing words, but others include narration and persuasion. Language games (p. 31-77): guessing words; many quite elaborate.

4.20 Richard-Amato, Patricia A. 1988. *Making It Happen. Interaction in the Second Language Classroom. From Theory to Procedure*. White Plains, NY: Longman.

Gives examples of communicative interaction for chapters on the Natural Approach, storytelling, and drama, games, and affective activities. Wide range of ideas from guessing names and making lists to role plays with persuasion.

4.21 Rivers, Wilga M. 1988. *Teaching French: A Practical Guide*. 2nd ed. Lincolnwood, IL: National Textbook Co.

Presents ideas to teach Rivers' fourteen language uses that include role plays (some with complications), interviewing, and problem solving (p. 46-54). The index lists thirty-six games scattered throughout the text. Ex. in Eng. and Fr. Similar volumes for Spanish and German.

4.22 _____ and Mary S. Temperley. 1978. *A Practical Guide to the Teaching of English as a Second or Foreign Language*. New York: Oxford Univ. Press.

See 4.21.

4.23 Scott, Grace. 1975. "Games Students Can Play." *On TESOL '75. New Directions in Second Language Learning, Teaching and Bilingual Education*. Washington, DC: TESOL, 240-45.

Fourteen games for teams, small and large groups. From isolated words to problem solving (e.g., who should get into a lifeboat?).

4.24 Snyder, Barbara and Carolann DeSelms. 1982. "Activities for Foreign- and Second-Language Classrooms." *ESL and the*

Foreign Language Teacher. Selected Papers from the 1982 Central States Conference. Ed. Alan Garfinkel. Skokie, IL: National Textbook Co., 1-15.

Three categories of activities for small groups: giving information (showing and describing a photo), getting information (interviews), and extending and imagining (debates and drawing conclusions).

4.25 Stanislawczyk, Irene E. and Symond Yavener. 1976. *Creativity in the Language Classroom*. Rowley, MA: Newbury House.

Suggestions for activities based on length of study. Includes creating dialogues, interviewing, use of visuals and media, and debates.

4.26 Stevick, Earl W. 1982. *Teaching and Learning Languages*. Cambridge: Cambridge Univ. Press.

Chapters 13 & 14: Three games and five activities where students share information or opinions. Some involve cuisenaire rods, others a written text. Author recommends providing detailed information for role plays.

4.27 Zelman, Nancy Ellen. 1986. *Conversation Inspirations for ESL*. Brattleboro, VT: Pro Lingua Associates.

Twelve hundred conversation topics grouped in six kinds of conversation activities (role plays, interviews, chain stories, talks, problems, and discussions). Within each, grouped according to topic (directions, descriptions, health).

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5.0 Intermediate

5.1 Finocchiaro, Mary and Christopher Brumfit. 1983. *The Functional-Notional Approach: From Theory to Practice.* Oxford: Oxford Univ. Press.

Ideas for role playing and other functions.

5.2 Hadfield, Jill. 1984. *Elementary Communication Games. A Collection of Games and Activities for Elementary Students of English.* Walton-on-Thames, England: Thomas Nelson.

Forty games based on an information gap and cooperation among players. Each idea has art or cards to photocopy and distribute among players. All stress communication rather than linguistic forms. Each player has information not available to others, who must ask appropriate questions. Indexes for grammar and contexts. See also 6.6.

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6.0 Intermediate - Advanced

6.1 Buscaglia, Michael and William Holman L. 1980. "The Teleprompter: A Simulating Device for Developing Communicative Competence." *Modern Language Journal* 64: 451-54.

Fifteen suggestions for role playing through telephone calls.

6.2 Dobson, Julia M. 1974. *Effective Techniques for English Conversation Groups*. Rowley, MA: Newbury House.

Provides suggestions for conducting various types of conversations. Includes fifty ideas for improvisations (role plays with problems), p. 42-5; thirty debates, p. 65-6; games, p. 109-18 (includes isolated words at novice level).

6.3 Freeman, Ronald G. 1976. *101+ Ways to Stimulate Conversation in a Foreign Language*. New York: ACTFL. (Also ERIC ED 163 808)

Audio-visual activities, games, interviews, values clarification, role playing and problem solving, and potpourri.

6.4 Gaies, Stephen J. 1985. *Peer Involvement in Language Learning*. Language in Education: Theory and Practice, no. 60. Orlando, FL: Harcourt Brace.

Examples of pair and group work for sharing information, cued dialogues, and decision making.

6.5 Guntermann, Gail and June K. Phillips. 1981. "Communicative Course Design: Developing Functional Ability in All Four Skills." *Canadian Modern Language Review* 37: 329-43.

Speaking section shows how to turn points of grammar into communicative functions. Role plays, narration, description.

6.6 Hadfield, Jill. 1987. *Advanced Communication Games. A Collection of Games and Activities for Intermediate and Advanced Students of English.* Walton-on-Thames: Thomas Nelson.

Forty games based on an information gap in which participants seek or share information. Cards containing descriptions or visuals accompany each game and may be photocopied. Descriptions also list functions practiced and difficult vocabulary. Many involve a role-play element. See also 5.2.

6.7 Hahn, Sidney and Joyce Michaelis. 1986. "Classroom Activities: Oral Proficiency in Action." *Second-Language Acquisition: Preparing for Tomorrow.* Report of Central States Conference on the Teaching of Foreign Languages. Ed. Barbara Snyder. Lincolnwood, IL: National Textbook Co., 68-81.

Sixteen games and role plays to develop a proficiency approach. Naming, describing, socializing, interviewing, and persuading. No. 5 is novice; all other tasks exceed the level of the textbook lessons on which they are based.

6.8 Harmer, Jeremy. 1983. *The Practice of English Language Teaching.* London: Longman.

The first sections of "Chapter 7 Practice" and "Chapter 8 Communicative Activities" deal with oral production. Based on information gap; students have separate pieces of information on the same topic (groceries, weather, questionnaires) that they must share through question and answer. Communication involves group problem-solving, story construction, and role plays with complications.

6.9 _____ and John Arnold. 1978. *Advanced Speaking Skills*. London: Longman.

Teaches numerous functions, such as greeting people, making plans, complaining, and expressing opinions. Has highly structured dialogues to complete, but the section "Situational Practice" offers open-ended role plays for each function. A few have complications.

6.10 Livingstone, Carol. 1983. *Role Play in Language Learning*. Essex: Longman.

Discussion of value of role play and how to develop it. Two dozen examples (p. 67-92) primarily related to travel and friends.

6.11 di Pietro, Robert J. 1987. *Strategic Interaction. Learning Languages Through Scenarios*. Cambridge: Cambridge Univ. Press.

Role plays with practice beforehand and discussion after. Examples of role plays throughout the text. Emphasis is on realistic content such as returning defective merchandise and deciding on a course of action. Ex. in Fr., Ger., Ital., and Sp. (all translated).

6.12 Robinson, Gail L. N. 1987. "Culturally Diverse Speech Styles." *Interactive Language Teaching*. Ed. Wilga Rivers. Cambridge: Cambridge Univ. Press, 141-54.

Eleven ideas for small group work to learn strategies for interaction. Students learn differences in speech style, how to make speech comprehensible; they practice reciprocal and non-reciprocal speech and diverse conversational structures (getting to the point, tag questions).

6.13 Rooks, George. 1983. *Can't Stop Talking. Discussion Problems for Advanced Beginners and Low Intermediates*. Rowley, MA: Newbury House.

Twenty-four situations created for group problem-solving. Each has a photograph for context, suggested vocabulary, a short description of the problem, and decisions to make. For less advanced students than Rooks (#7.10).

6.14 Sion, Christopher. 1985. *Recipes for Tired Teachers. Well-Seasoned Activities for the ESOL Classroom*. Reading, MA: Addison-Wesley.

Eighty-one detailed suggestions under headings such as group dynamics, creative thinking, role playing, and games. Language functions, which are quite varied, are given for each. Most ideas require twenty minutes or more of class time.

6.15 Ur, Penny. 1981. *Discussions that Work: Task-Centered Fluency Practice*. Cambridge: Cambridge Univ. Press.

Part 2: Practical examples. 1. Brainstorm: members of group propose random solutions. 2. Organization: processing material to answer a problem. a. guessing games, finding connections between dissimilar things and interpreting pictures. b. comparing, picture differences, putting in order, and establishing priorities.

6.16 Wactyn-Jones, Peter. 1981. *Pair Work. Activities for Effective Communication. Student A. and Student B*. Harmondsworth: Penguin.

Two books for true information sharing since each volume has dissimilar information on the

same topic. For example, one book has a travel itinerary to set up, the other the boat schedules. Other topics include asking for a hotel room, visiting a school, looking for a job, and asking about courses. Students fill in dialogues, play roles (some with complications), complete drawings, and find missing information.

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7.0 Intermediate - Superior

7.1 Augé, Hélène, Marie-France Borot, and Michèle Vielmas. 1981. *Jeux pour parler jeux pour créer*. Paris: CLE international.

Games described by level, time required, and number of players. Designed to increase group spirit, creativity, decision making. Based on a humanistic philosophy most games are highly original, but long. Entirely in French.

7.2 Brann, Sylvia J. 1975. "Source Activities for Foreign Language Conversation Classes." *Hispania* 58: 902-05.

General techniques such as skits, speeches, and dialogues for conversation classes.

7.3 Christison, Mary Ann and Sharon Bassano. 1987. *Look Who's Talking! Activities for Group Interaction*. 2nd ed. Hayward, CA: Alemany Press.

Seventy-eight group interaction activities based around six strategies: restructuring the traditional class room, individuals, unified group, dyad (pairs), small groups, and large groups, intermediate to advanced. Gives focus, time, materials needed for each. Primarily games, information gathering and sharing, comic strips, lists, and factual culture about U.S.

7.4 Houpt, Sheri. 1984. "Inspiring Creative Writing through Conversation." *Foreign Language Annals* 17: 185-89.

Suggestions for role plays (some with complications) and conversation topics.

7.5 Kramsch, Claire J. 1987. "Interactive Discourse in Small and Large Groups." *Interactive Language Teaching*. Ed. Wilga Rivers. Cambridge: Cambridge Univ. Press, 17-30.

Tasks for small-group work based on discourse procedures: saving face, taking turns, gathering information, and text analysis.

7.6 Littlewood, William. 1981. *Communicative Language Teaching.* Cambridge: Cambridge Univ. Press.

Chapter 4: functional communication activities. All suggestions have students overcome information gap, work toward a solution, i.e. share or process information. Students question content of pictures; arranging shapes and patterns in similar order; reconstructing picture story; pooling information to solve a problem.

7.7 Margolis, Fern S. 1982. "Encouraging Spontaneous Speech in the Audiolingual Classroom." *Foreign Language Annals* 15: 127-31.

Lists conversation topics and games with emphasis on narration and hypothesizing.

7.8 Morgenstern, Douglas. 1976. "Eight Activities for the Conversation Class." *Modern Language Journal* 60: 35-8.

Very short to very long activities involving descriptions, narration, hypothesizing, and drama.

7.9 Omaggio, Alice C. 1982. "Using Games and Interaction Activities for the Development of Functional Proficiency in a Second Language." *Canadian Modern Language Review* 38: 517-46.

Group puzzles and decision making and social interaction games that focus on meaning, not form.

7.10 Rooks, George. 1981. *The Non-Stop Discussion Workbook. Problems for Intermediate and Advanced Students of English.* Rowley, MA: Newbury House.

Thirty problems to solve: who should survive a war, famous people to invite to dinner, what is the best sport. Good for supporting opinions.

7.11 Sadow, Stephen A. 1982. Idea Bank. *Creative Activities for the Language Classd.* Rowley, MA: Newbury House.

Four types of activities: mind-bending (explain something ambiguous), brainstorming (devise a plan), selling something (advertising copy), and impersonating (role play).

7.12 _____. 1987. "Speaking and Listening: Imaginative Activities for the Language Class." *Interactive Language Teaching.* Ed. Wilga M. Rivers. Cambridge: Cambridge Univ. Press, 33-43.

Role plays in small-group work for problems that students are unlikely to encounter in real life. Problem solving (invent a new holiday), story creation, expository speech, and re-enactment of historical events.

7.13 Schumann, John H. 1975. "Communication Techniques for the Intermediate and Advanced ESL Student." *On TESOL 74. Selected Papers from the Eighth Annual TESOL Convention, Denver, Colorado, March 5-10, 1974.* Ed. Ruth Crymes and William Novis. Washington, DC: TESOL, 231-36.

Six tasks to encourage communication using visuals (pictures, films, TV) to exchange or seek information.

7.14 Yalden, Janice. 1981. *Communicative Language Teaching: Principles and Practice*. Language and Literacy Series. Toronto: Ontario Instsitute for Studies in Education. Also ERIC ED 215 558.

Chapter 4 describes role plays with persuasion, problem-solving (what to buy for a fixed sum), and information sharing.

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8.0 Advanced

8.1 Bryant, William H. 1986. "Realistic Activities for the Conversation Class." *French Review* 59: 347-54.

Translation into French of Ur, *Discussions that Work* (see #6.15). Five problemsolving games with vocabulary in French.

8.2 Giannetti, George. 1974. "Variety in the Advanced Spanish Class: Emphasis on Art, Music, and Drama." *Careers, Communication & Culture in Foreign Language Teaching*. Reports of the Central States Conference on Language Teaching. Ed. Frank M. Grittner. Skokie, IL: National Textbook Co., 100-09.

List in Spanish of one hundred subjects for discussion or oral presentations.

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9.0 Advanced - Superior

9.1 Carter, Ralph M. 1981. "A Situational Approach to Advanced Conversation." *Filling and Fulfilling the Advanced Foreign Language Class*. Ed. Donna E. Sutton and John M. Purcel. Boston: Heinle, 55-67.

Fifty-two ideas that involve projects more than topics and include simulations and role plays.

9.2 Clark, Robert and Jo McDonough. 1982. *Imaginary Crimes. Materials for Simulation and Role Playing*. Oxford: Pergamon Press.

Eight crimes to recreate as courtroom drama. Some roles may permit a lower level of proficiency. Involves persuasion.

9.3 Grobe, Edwin P. 1969. *175 Activities for Foreign Language Clubs*. Portland, ME: J. Weston Walch.

Extracurricular activities requiring more preparation than is usual for the classroom. Skits, presentations, debates, oral reports, and field trips.

9.4 Jones, Leo. 1983. *Eight Simulations. For Upper-Intermediate and More Advanced Students of English. Controller's Book*. Cambridge: Cambridge Univ. Press.

Very long (up to four hours) role plays involving townspeople concerned about traffic, creation of a TV news broadcast, a decision to replace a ferry with a bridge, learning English, interviewing. Primarily narration, persuasion, and group decision making.

9.5 Respaut, Michèle. 1983. "Inkblots, Norman Rockwell, and *New Yorker* Ads: Let's Talk (and Read, Write, Listen, Guess, Interpret...)." *Foreign Language Annals* 16: 361-67.

Examples (cf. title) of how to interpret images to elicit conversation. Ex. in Fr. (translated).

9.6 Smith, Stephen M. 1984. *The Theater Arts and the Teaching of Second Languages*. Reading, MA: Addison-Wesley.

"Practicing Communication Strategies," p. 87-127: role plays, scripted dialogues (students sees only the lines for one individual). Scenes with few words, making conversation (group scene around a random sentence). Series role plays (same role, different students who continue). Audience-directed role plays. Devil's advocate to support opinion. Quick speeches that are limited to five minutes. Simulations (include many role plays in same situation).

9.7 Zelson, Sidney N. J. 1978. "Skill-Using Activities in the Foreign Language Classroom." *Developing Communication Skills. General Considerations and Specific Techniques*. Ed. Elizabeth Garner Joiner and Patricia Barney Westphal. Rowley, MA: Newbury House, 161-65.

Twenty-nine role-play situations involving persuasion and complications. Topics include friends, work, travel, and money.

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10.0 Superior

10.1 **Altschuler, Thelma. 1970. *Choices. Situations to Stimulate Thought and Expression*. Englewood Cliffs, NJ: Prentice Hall.**

Fifty-three situations presenting a choice of action involving freedom, money, love, and truth. Debating, persuading, supporting opinions, hypothesizing.

10.2 **Lamb, Michael. 1982. *Factions and Fictions. Exercises for Role Play*. Oxford: Pergamon.**

Fifteen ideas for role plays in which students divide into factions to develop strategies and then interact with the opposing side. Each situation has a long list of roles to be played. Based on contemporary social problems such as terrorism, unemployment, and world politics. Requires considerable awareness of current events.

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SUBJECT INDEX

FLES 1.10, 2.20, 2.43, 3.37

Games 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10, 2.11, 2.12, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.23, 2.24, 2.31, 2.33, 2.36, 2.37, 2.40, 2.42, 2.46, 3.4, 3.6, 3.10, 3.11, 3.12, 3.13, 3.18, 3.19, 3.21, 3.25, 3.31, 3.34, 3.41, 3.43, 3.44, 4.1, 4.5, 4.6, 4.7, 4.9, 4.12, 4.14, 4.19, 4.20, 4.21, 4.22, 4.23, 4.26, 5.1, 6.2, 6.3, 6.6, 6.7, 6.14, 6.15, 7.1, 7.3, 7.7, 7.9, 8.1

Humanistic 1.2, 2.1, 2.8, 2.14, 2.21, 2.22, 2.38, 2.41, 2.44, 2.45, 3.8, 3.22, 3.23, 3.27, 3.33, 3.35, 3.39, 3.40, 4.1, 4.9, 4.18, 4.20, 6.3, 6.15, 7.1, 10.1

Role Playing 2.15, 2.18, 2.29, 2.31, 2.39, 2.46, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.13, 3.14, 3.18, 3.24, 3.28, 3.29, 3.32, 3.36, 3.43, 3.44, 4.1, 4.6, 4.12, 4.13, 4.14, 4.15, 4.20, 4.21, 4.22, 4.26, 4.27, 5.1, 6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.14, 6.16, 7.4, 7.11, 7.12, 7.14, 9.1, 9.6, 9.7, 10.2

Small-group 2.13, 2.14, 2.17, 2.19, 2.21, 2.34, 2.39, 3.7, 3.11, 3.13, 3.16, 3.17, 3.19, 3.23, 3.32, 3.37, 4.7, 4.9, 4.14, 4.16, 4.23, 4.24, 5.2, 6.4, 6.6, 6.8, 6.12, 6.13, 6.15, 6.16, 7.3, 7.5, 7.6, 7.9, 7.12

Specific Languages (Examples in):

English: virtually all of the references contain ideas in English

French 1.8, 1.9, 2.1, 2.6, 2.29, 2.30, 2.34, 2.42, 2.44, 2.45, 2.46, 3.6, 3.24, 3.27, 3.28, 3.35, 3.40, 3.42, 4.1, 4.5, 4.6, 4.7, 4.16, 4.17, 4.21, 6.11, 7.1, 8.1, 9.5

German 1.6, 2.1, 2.6, 2.29, 2.30, 2.37, 2.44, 3.24, 3.28, 3.38, 4.1, 4.15, 4.16, 4.17, 4.21, 6.11

Italian 1.7, 2.6, 2.10, 2.25, 3.24, 4.17, 6.11

Latin 1.9, 2.29

Portuguese 2.6

Russian 2.2, 2.22, 2.40

Spanish 1.2, 1.8, 1.9, 2.1, 2.6, 2.7, 2.8, 2.17, 2.18, 2.20, 2.29, 2.30, 2.35, 2.44, 2.45, 3.24, 3.27, 3.39, 3.40, 4.1, 4.17, 4.21, 6.11, 8.2

Visuals 2.26, 2.27, 2.31, 3.37, 3.14, 3.19, 3.20, 3.21, 3.28, 3.29, 3.36, 3.37, 3.41, 3.42, 3.43, 4.8, 4.10, 4.11, 4.24, 4.25, 4.26, 5.2, 6.3, 6.6, 6.13, 6.15, 6.16, 7.3, 7.6, 7.13, 9.5

AUTHOR INDEX

Ahmad, Joyce 1.1
Allen, Edward David 2.1, 4.1
Altschuler, Thelma 10.1
Arnold, John 6.9
Augé, Hélène 7.1

Barbanel, Laura 3.8
Bassano, Sharon 7.3
Betteridge, David 3.43
Birckbichler, Diane W. 3.1, 4.2, 4.3
Bond, Carol A. 2.2
Borot, Marie-France 7.1
Boylan, Patricia C. 3.2, 3.26
Bradford, Suzanne 2.3
Bragger, Jeannette D. 3.3, 4.4
Brann, Sylvia J. 7.2
Brenner, Florence 2.4
Brumfit, Christopher 5.1
Bryant, William H. 8.1
Buckby, Michael 3.43
Burney, Pierre 4.5
Buscaglia, Michael 6.1
Byrne, Donn 2.5

Caré, Jean-Marc 4.6
Carrier, Michael 3.4
Carter, Ralph M. 9.1
Carton, Dana 2.6
Centre for British Teachers 3.4
Chase, Cida S. 2.7
Christensen, Clay Benjamin 1.2, 2.8
Christison, Mary Ann 7.3
Clark, Raymond C. 3.5
Clark, Robert 9.2
Comeau, Raymond F. 2.9
Cranshaw, Bernard 3.6, 4.7

Damoiseau, Robert 4.5
Danesi, Marcel 2.10
Debyser, Francis 4.6
DeSelms, Carolann 3.33, 4.24
Disick, René 3.7
Dobson, Julia 1.3, 6.2
Dorry, Gertrude Nye 2.11
Dubin, Fraida 4.8, 4.9
Duff, Alan 3.22
Duncan, Janie 4.10

Eckard, Ronald D. 3.9
Ervin, Gerard L. 1.4

Finocchiaro, Mary 5.1
Freeman, G. Ronald 3.10, 6.3

Gagné, Antoinette 2.12
Gahala, Estella 2.13
Gaies, Stephen J. 6.4
Galyean, Beverly 2.14
Garner, Lucia Caycedo 2.15
Giannetti, George 8.2
Gonzalez, Barbara 2.17

Grasser, Michael 2.16
Greenall, Simon 3.11
Grobe, Edwin P. 3.12, 9.3
Guérin, Cathy 4.19
Guntermann, Gail 3.13, 6.5

Hadfield, Jill 5.2, 6.6
Hahn, Sidney 6.7
Hares, R. J. 3.14
Harmer, Jeremy 6.8, 6.9
Harper, Sandra N. 2.18, 3.15
Hedenquist, Jan Aners 3.24
Helgeson, Marc 2.19
Hendrickson, James M. 3.16, 3.17
Herbaux-Schmidt, Brigitte 4.7
Holden, Susan 4.11
Holman, William L. 6.1
Houpt, Sheri 7.4
Howe, Leland W. 2.38, 3.40
Hung, Shuang-chu Chen 4.12
Hupb, Loretta Burke 2.20

Joiner, Elizabeth G. 1.5
Jones, Leo 9.4

Kaiser, Linda 1.6
Kealey, James R. 2.39
Kearny, Mary Ann 3.9
Kettering, Judith Carl 4.13
Kirschenbaum, Howard 2.38
Klauke, Catherine 4.7
Klauke, Rainer 4.7
Klippel, Friederike 4.14
Kramsch, Claire J. 4.15, 7.5
Krashen, Stephen D. 2.21

Lamb, Michael 10.2
Lanys, Birute 2.22
Lee, W. R. 3.18
Levihn, Ulf 3.24
Littlewood, William 7.6
Livingstone, Carol 6.10
Locke, Joanne T. 3.35
Long, Donna R. 2.39

Macdonald, Marion 3.19
McDonough, Jo 9.2
McKay, Sandra L. 3.20
Mackey, William F. 2.23
Maley, Alan 3.21, 3.22
Marckel, Beverly 2.39
Margol, Myrna 4.8
Margolis, Fern S. 7.7
Michaelis, Joyce 6.7
Miles-Herman, Marilynne 2.24
Mollica, Anthony S. 1.7, 2.25, 2.26, 2.27
Morgenstern, Douglas 7.8
Moskowitz, Gertrude 3.23

Nation, I.S.P. 2.28
Nebraska Department of Education. Division of Instructional Services 2.29, 2.30
Norman, David 3.24

Oklahoma State Department of Education 1.8
Olsen, Judy Winn-Bell 2.31
Olshtain, Elite 4.9
Omaggio, Alice C. 2.32, 3.1, 3.2, 3.25, 3.26, 4.16, 4.17, 7.9

Papalia, Anthony 3.27
Pattison, Pat 3.28
Pfister, Guenter G. 4.18
Phillips, June K. 3.13, 6.5
di Pietro, Robert J. 6.11
Purkis, Christine 4.19

Respaut, Michèle 9.5
Revell, Jane 3.29
Richard-Amato, Patricia A. 4.20
Rinvolucri, Mario 2.33, 2.34
Riverol, Armando 3.30
Rivers, Wilga M. 4.21, 4.22
Rixon, Shelagh 3.31
Roberts, Jon 3.32
Robinson, Gail L. N. 6.12
Rogers-Gordon, Sue 3.19
Rooks, George 2.35, 6.13, 7.10
Rusch, Debbie 2.15

Sadow, Stephen A. 7.11, 7.12
Sajka, Susan Lafky 4.18
Saunders, Helen V. 1.9
Savignon, Sandra J. 2.36
Schmidt, Elisabeth 2.37
Schmidt, Helmut 4.7
Scholberg, Diana 2.35
Scholberg, Kenneth 2.35
Schumann, John H. 7.13
Scott, Grace 4.23
Simon, Sidney B. 2.38
Sion, Christopher 6.14
Smith, Stephen M. 9.6
Snyder, Barbara 2.39, 3.33, 4.24
Stanislawczyk, Irene E. 4.25
Steinberg, Jerry 3.34
Stevick, Earl W. 4.26
Stoller, Phyllis H. 3.35
Stroud, Steven 2.40

Taylor, Mary S. 2.41
Taylor, Maurie N. 2.42
Temperley, Mary S. 4.22
Terrell, Tracy 2.21
Tonkovich, Jeanne Mae Kernan 1.10
A Touch of ... Class! 2.43
Tuskes, Joanne Lock 2.44

Underhill, Nic 3.36
Ur, Penny 6.15
Urzúa, Carole 3.37

Valette, Rebecca M. 4.1
Vielmas, Michèle 7.1

Wactyn-Jones, Peter 6.16
Waldman, Ellyn 2.16
Walz, Joel C. 2.45
Wattenmaker, Beverly 3.35, 3.39

Weiss, François 2.46
Wilcox, Kenneth 3.38
Wilson, Virginia 3.35, 3.39
Wise, Gail 2.44
Wiseman, Frances 2.4
Wolfe, David E. 3.40
Woodruff, Margaret S. 3.41
Wright, Andrew 3.42, 3.43

Yalden, Janice 7.14
Yavener, Symond 4.25

Zelman, Nancy Ellen 4.27
Zelson, Sidney N. J. 3.44, 9.7

POSTSCRIPT

I invite readers of this bibliography to contact me with comments and suggestions and encourage you to bring up omissions that follow the guidelines set up in the Introduction. Reprints of articles and books will be welcome.

Dr. JOEL WALZ
Associate Professor of French
Department of Romance Languages
109 Moore College
University of Georgia
Athens, GA 30606
USA